

ESSAY 1—VARBEL 1C

FORM: 4-5 pages long PLUS a Works Cited Page, double-spaced, computer printed, MLA formatted, and 12 font. Length: 1000 to 1600 words counting the Works Cited Page.

NOTE: The English Department's 5 Major Errors on Average Per Page Policy applies to this assignment (see syllabus).

ASSIGNMENT: *Choose one article from the options provided at the end of this prompt. Write an analysis / evaluation of its use of ethos, pathos, and logos.*

Include an Introduction that includes a summary of about 6 to 8 sentences of the article you are writing about:

- Name the article you are analyzing
- Name its author
- Name its original publication
- Mention whom you think its audience is (specific audience or general audience—if specific, explain who it is).
- State the type of overall claim that you think the article is making (claim of value, claim of fact, or claim of policy) and in your words what you think the main claim is. Please be aware that there is not one right answer; multiple interpretations are possible. The more reasons and evidence you see in the article to support your interpretation, the stronger your interpretation will be.
- Provide the main reasons that you see in the article to support your interpretation
- What counter-arguments if any does the writer mention from people who disagree with the main claim or supporting claims of the writer's article?
- What arguments if any does the writer make against these counter-arguments? Do these involve any concession or just rebuttal?
- What limits does the writer acknowledge to the writer's own argument?

After your summary, include a one-sentence Thesis that provides your evaluation of the article's use of ethos, pathos, and logos.

Include as many body paragraphs as you think are needed to thoroughly analyze the article considering the prior knowledge that you bring to this essay as well as the brainstorming that you do to address most or all of the below questions and any others that you see in our reading from *How to Write Arguments*.

One way that you might want to organize your paper is to analyze the article in terms of the article's beginning to its end. Please make sure that if you organize your paper in this way, you have a clear topic sentence for each body paragraph that is evaluative and a logical extension of the prior paragraph.

Another possibility is that you may wish to organize your paper with at least one paragraph devoted to your analysis of each element in the essay. Please allocate space according to how much emphasis you view the article placing on each element and how much you have to say about each element.

You are welcome to organize your essay in a different way but you should have a clear reason for why you're organizing it the way that you are.

I recommend doing some brainstorming, freewriting, outlining, perhaps other pre-writing instead to come up with ideas so that you are fully engaged in the writing process.

Here are some questions to consider:

- What are the author's credentials?
- Do they establish that the author is an authority on the subject?
- Does the author provide a variety of types of evidence (examples, testimony from authorities, statistics) to support claims that they make? Do you think there's enough of each of these considering the main claim?
- Does the author establish that they share common values with the audience by directly stating what their values are and why they care about the argument?
- Does the author establish a likeable tone for the audience?
- Does the author demonstrate awareness of other points of view on the subject by phrasing those points of view in a way that their proponents would recognize?

- How does the author attempt to appeal to the emotions of the audience? By using appeals to fear? By using appeals to pity? By using appeals to other emotions? Write down the examples you see of these.
- Does the author do enough to attempt to appeal to the audience's emotions? Too much? Explain and cite examples.
- Does the writer provide enough evidence or proof to support their claim? Do you see fallacies anywhere in the author's argument? If so, what are the parts of the author's argument that you see as containing fallacies and explain the fallacies.

Please provide a thoughtful conclusion that doesn't just simply repeat the thesis.

CHOICES FOR THE ARTICLE THAT YOU ANALYZE, AND RESPOND TO ITS IMPLICIT OR EXPLICIT ARGUMENT:

- “The Rich Get Richer, the Poor Go Hungry”
- “Marketing to ‘Tweens’ Objectifies Women”
- “Why Keep Athletes Eligible but Uneducated?”
- “Food for Thought (and for Credit)”
- “We Post Nothing About Our Daughter Online”
- “Facebook Makes Us Sadder and Less Satisfied, Study Finds”
- “What Should America Do About Gun Violence?”
- “Teachers Packing Heat”
- “Mental Health Services a Defense against School Violence”
- “ Should We Be Having Kids in the Age of Climate Change?”
- “It’s Time to Quit Ignoring Sports Head Trauma’s Very Real Dangers”
- “The Case for Censoring Hate Speech on the Internet”

VARBEL—1C—ESSAY 1***Critical Thinking* (1-50 pts). SCORE: _____**

- The student essay adheres to all assignment requirements.
- The student essay is insightful, thoughtful, clear, well-developed, and logical.
- The student essay contains specific examples using quotes and /or paraphrases from the article and clear and developed thoughtful analysis of what the examples demonstrate. The student also writes clear and developed thoughtful analysis of these examples.
- The essay ends with a thoughtful conclusion.

***Organization* (1-30 pts). SCORE: _____**

- The organization of the essay is logical, clear, and easy to follow, adhering to all assignment requirements.
- The essay contains a summary that fulfills all the requirements possible that are listed on page 1 of this document.
- The paper has a thesis that is clear and narrow.
- Each body paragraph begins clearly with a main point / topic sentence and includes elaboration on the topic sentence as well as relevant support from the article chosen.
- Well-focused, unified paragraphs support all parts of the thesis.
- Transitions from paragraph to paragraph and sentence to sentence avoid choppy, mechanical phrases. Ideas clearly link sentences and paragraphs.
- The essay contains a conclusion that moves clearly from specific to general.

***Grammar and Style* (1-10 pts). SCORE _____**

- The essay contains an interesting, original title.
- The essay demonstrates varied vocabulary.
- The essay has minimal syntactic, grammatical, and spelling errors.
- The essay contains a variety of sentence patterns and overall sentence fluency.

MLA (1-10 pts). SCORE _____

- The essay contains correct MLA page headings.
- The essay has properly attributed/formatted quotes.
- The essay shows MLA in-text citations tied to a correctly formatted MLA Works Cited Page.
- All sources used are cited; all cited sources are used; sources are credible; writer has enough sources.

TOTAL SCORE _____

STRENGTHS:

AREAS TO IMPROVE: